

# **A Brief History and Overview of Applied Technology Education Governance in Utah**

**Staff presentation to the Higher Education and Applied Technology Governance Committee -- April 30, 2008**

## **I. APPLIED TECHNOLOGY EDUCATION BACKGROUND**

### **What is Applied Technology Education?**

(See Utah Code Ann. Section 53B-2a-101)

"Applied Technology Education" (ATE) means organized educational programs offering sequences of courses or skill sets directly related to preparing individuals for paid or unpaid employment in current or emerging occupations that do not require a baccalaureate or advanced degree.

"Competency-based" means mastery of subject matter or skill level, as demonstrated through approved business and industry approved standards and assessments, achieved through participation in a hands-on learning environment, and which is tied to observable, measurable performance objectives.

"Open-entry, open-exit" means: (1) a method of instructional delivery that allows for flexible scheduling in response to individual student needs or requirements and demonstrated competency when knowledge and skills have been mastered; and (2) students have the flexibility to begin or end study at any time, progress through course material at their own pace, and demonstrate competency when knowledge and skills have been mastered. If competency is demonstrated in a program of study, a credential, certificate, diploma, or degree may be awarded.

### **New Terminology**

Applied technology education is now often referred to as "career and technical education" (CTE).

### **Applied Technology Education Occupational Categories Include:**

Agriculture; Business; Family and consumer sciences; Health science and technology; Marketing; Trade, technical and industrial education; and Technology education.

### **Examples of ATE Programs Include:**

Accounting; Criminal Justice; Physical Therapy; Plumbing and Electrical Apprentices; Management Information Systems; Construction; Interior Design; Dental/Medical/Pharmacy Assistant; Manufacturing Training; Machining; Welding; Truck Driver Training; Computer-Aided Drafting; . . .and hundreds more.

### **Custom Fit Training:**

Provides specific technical skills training through a partnership in which a participating client company partners with Custom Fit by covering a portion of the actual cost of training.

### **2 Distinct Student Populations Served:**

Secondary students in the public education system & adult/ post-secondary students



Prepared by the Office of Legislative Research and General Counsel

## **ATE in Utah Prior to 2001:**

### **How was ATE delivered?**

ATE programs were primarily delivered through:

1. Public Education (40 School Districts, Charter Schools, and 5 Applied Technology Centers (ATCs)) under the direction of the Utah State Board of Education;
2. Higher Education through the institutions of Higher Education under the direction of the State Board of Regents; and
3. Applied Technology Center Service Regions (ATCSRs) functioning as a joint effort between Higher and Public Education.

### **Public Education ATE delivery:**

Under the direction of the State Board of Education/Board for Applied Technology Education, ATE programs are delivered through:

1. Core Career Connections (K-6);
2. Technology, Life, and Careers (7-12);
3. Comprehensive Guidance and Student Education Occupation Plans;
4. Work-Based Learning; and
5. High School ATE Programs in 40 School Districts and Charter Schools.

### **Applied Technology Centers (ATCs)**

ATCs provided open-entry, open-exit programs to high school and adult students. Instruction was competency-based. Students progress through their occupational programs at their own rate according to abilities and circumstances.

1. Bridgerland ATC (Box Elder, Cache, Rich);
2. Ogden Weber ATC (Weber);
3. Davis ATC (Davis, Morgan);
4. Uintah Basin ATC (Daggett, Duchesne, Uintah); and
5. Wasatch Front South ATC (Salt Lake, Tooele).

### **Joint Higher and Public Education Delivery of ATE programs**

Applied Technology Center Service Regions (ATCSRs) provided similar services to ATCs in other regions of the state. Training was short-term, open-entry/open-exit, competency based and non-credit.

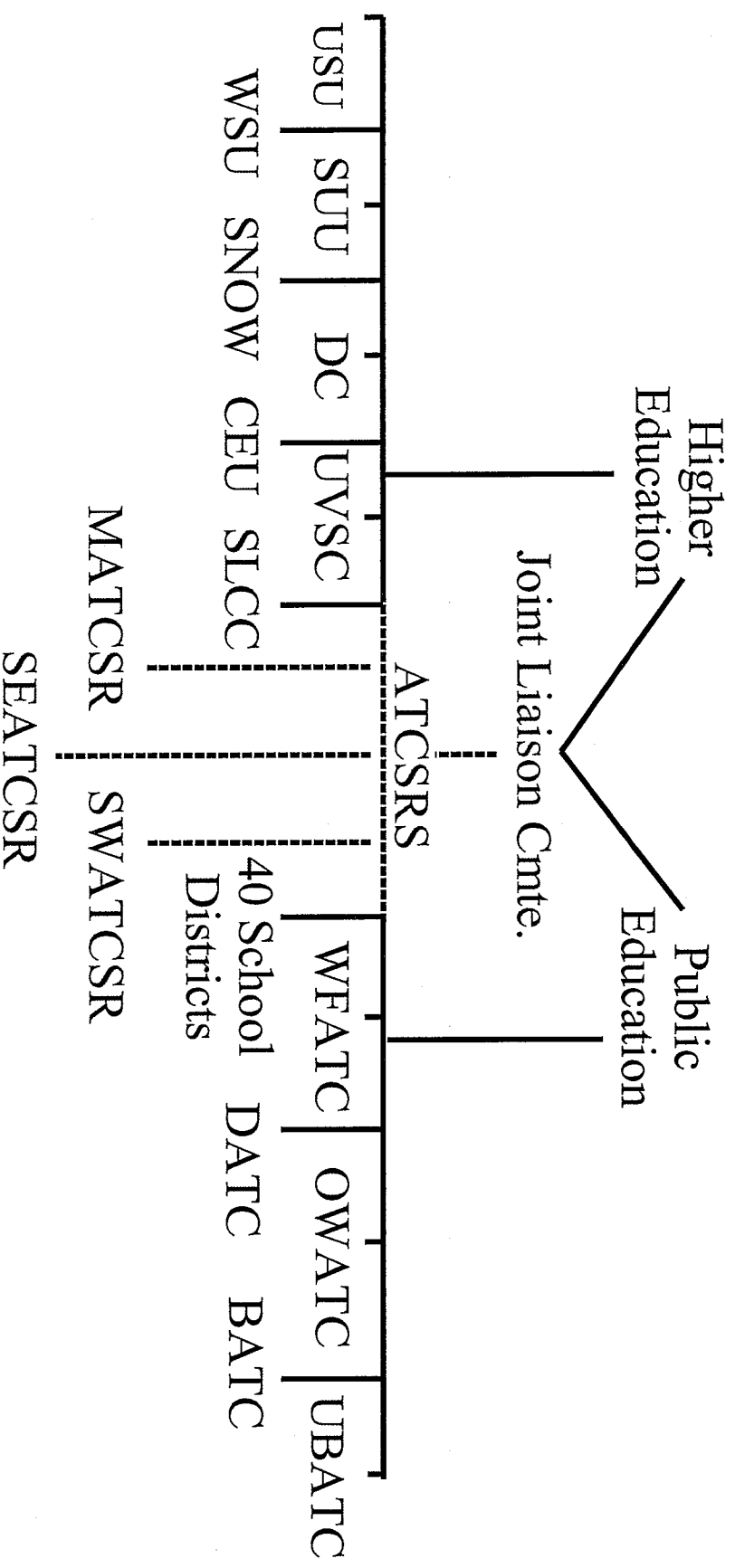
1. Mountainland ATCSR (Utah, Wasatch, Summit);
2. Southeast ATCSR (Carbon, Emery, Grand, San Juan); and
3. Southwest ATCSR (Beaver, Garfield, Kane, Iron, Washington).

### **Higher Education ATE delivery:**

Higher Education delivered ATE programs primarily through these eight institutions:

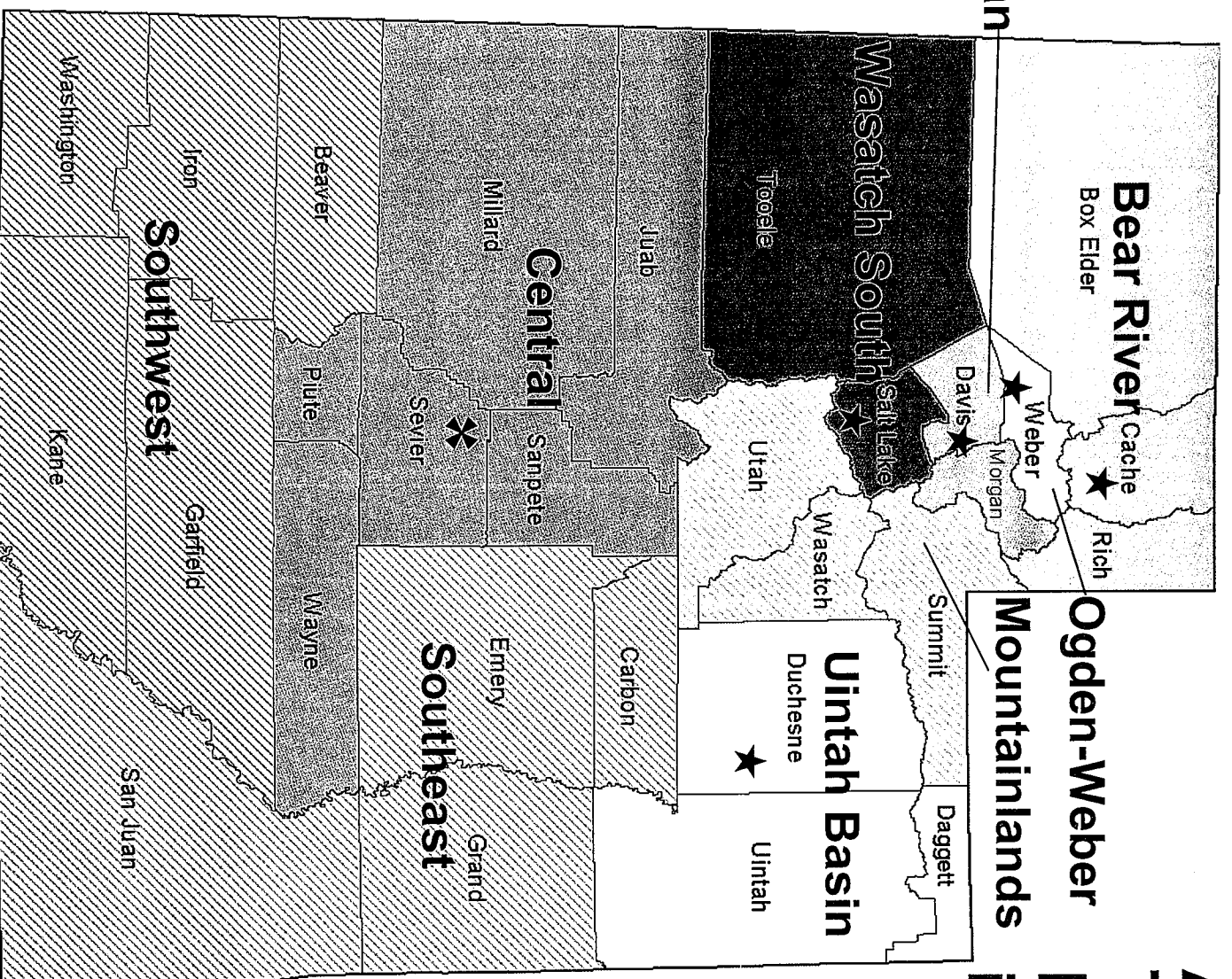
1. Utah State University;
2. Weber State University;
3. Southern Utah University;
4. Snow College (including Snow College South, formerly Sevier Valley ATC);
5. Dixie College;
6. College of Eastern Utah;
7. Utah Valley State College; and
8. Salt Lake Community College.

# How was Applied Technology Education administered in Utah (Before 2001)?



## Davis-Morgan

- For ATE purposes, the state is divided into nine geographic regions represented by the colored areas of the map.
- Five of the regions have an Applied Technology Center (ATC)
  - Three of the regions are Applied Technology Center Service Regions (ATCSRs)



## Applied Technology Education in Utah

- Applied Technology Center Service Region (ATCSR) ✕
- Applied Technology Center ★
- Snow College South ✕

## **II. APPLIED TECHNOLOGY EDUCATION TASK FORCE**

During the 2000 General Session, the Legislature passed H.B. 336, "Applied Technology Education Task Force," which created a ten-member task force (three senators and seven representatives) charged with studying the issue of applied technology education.

### **Task Force Duties**

Section 2 of H.B. 336 provided the duties of the task force:

"(1) The [Applied Technology Education] task force shall review and make recommendations on the following applied technology education issues:

- (a) the role and mission of applied technology education providers in the state;
  - (b) the governance of applied technology education;
  - (c) the criteria for determining new facility requirements to provide applied technology education services;
  - (d) policies regarding standards of accountability and articulation among stakeholders;
  - (e) funding mechanisms;
  - (f) the applied technology education role and mission of the Joint Liaison Committee within the state's education systems;
  - (g) the development and use of measurable standards, including uniformity in developing databases and common methods of distributing information;
  - (h) duplication of applied technology education programs between the state's public and higher education systems; and
  - (i) other issues related to applied technology education as determined by the task force.
- (2) A final report, including any proposed legislation, shall be presented to the Education Interim Committee before November 30, 2000."

### **Task Force Membership**

President Lane Beattie, Senate Chair (for first two meetings)  
Senator Leonard M. Blackham, Senate Chair (beginning with the third meeting)  
Senator John L. Valentine (Replaced President Beattie)  
Senator Ron Allen  
Speaker Martin R. Stephens, House Chair  
Representative Ron Bigelow  
Representative Craig W. Buttars  
Representative Bradley T. Johnson  
Representative Bill Wright  
Representative Judy Ann Buffmire  
Representative James R. Gowans

Complete task force information is available on the Legislature's website at <http://www.le.state.ut.us> (Use the legislative histories & past interims links). The specific, direct link is: <http://www.le.state.ut.us/asp/interim/Commit.asp?Year=2000&Com=TSKATE>

### **Task Force Meetings**

The Task Force held the following meetings during the 2000 Interim:

May 30, June 12, June 26, July 13, Aug. 14, Aug. 28, Sept. 11, Sept. 25, Oct. 16, Oct. 30, Nov. 13, and Nov. 20.

## **Task Force ATE Principles**

Some of the ATE issues/principles discussed by the Applied Technology Task Force members included (Principles are not prioritized):

1. The governance structure selected should best serve the needs of children and adults seeking ATE in light of changes, particularly technological changes, that are occurring.
2. Different regions of the state should be treated equitably.
3. Cooperation between higher education and public education is vital and must be encouraged, while competition or "turf battles" must be minimized.
4. Create a system that provides representation from public and higher education and business, but that eliminate turf battles.
5. Training must be quick and sure for students who seek specific occupational and vocational training.
6. Consider the effect of any solution on the public schools and on high school administration.
7. Adequately fund ATE to ensure success of programs.
8. Provide product choice and the opportunity to access the product.
9. Solutions must not interfere with existing cooperative arrangements and must ensure that successful programs continue.
10. Ensure that students experience no financial disincentive (higher cost) in one system or the other.
11. Choose an option that more permanently solves the problem and eliminates or diminishes future requests to the Legislature for ATE facilities and funding.
12. In rural areas, minimize the need for students to travel significant distances to participate in a particular program.
13. Create some entity with the responsibility to prioritize ATE capital facilities.  
(See the minutes/materials of the Sept. 11 and Sept. 25, 2000 meetings)

### **ATE Governance Options**

In the June 26, 2000 meeting of the Applied Technology Task Force, Mr. Charlie Johnson, Chair, Utah Board of Regents, reviewed seven options for Applied Technology Education structure:

1. Continue the existing structure of dual governance of adult ATE;
2. Establish a third, independent ATE governing board;
3. Establish a single governing board for all levels of education;
4. Create a different division point between public and higher education;
5. Consolidate governance of adult ATE under the State Board of Education;
6. Unify all adult ATE under the State Board of Regents; and
7. Other possible governance structures yet to be identified.

The Applied Technology Task Force considered additional multiple governance options for ATE in Utah in subsequent meetings. In its September 11, 2000 meeting, the task force voted on the options as follows:

<u>Options:</u>	<u># Voting Yes:</u>	<u># Voting No:</u>
Status Quo:	1	8
Legislative Approach:	2	7
Modified Joint Liaison Committee:	8	1
Board of Regents:	2	7
State Board of Education:	0	9
New ATE Board:	2	7
New ATE/Comm. Colleges Board:	2	7
State Agency:	1	8
Single Board:	6	3
Transfer of ATC Governance:	0	9
Credit/Noncredit:	2	7
Adult/Secondary:	6	3
Regional:	2	7

### **Task Force Legislation**

The task force developed legislation titled "Applied Technology Education Governance" that proposed a new ATE governance structure for Utah. It established nine ATE regions for Utah and set up a regional board to govern ATE within each of those regions. The bill also defined the appointment process, powers, and duties of regional boards and regional superintendents. The legislation established the Joint Applied Technology Education Council as the statewide entity responsible for ATE. Its membership includes five representatives from higher education, five representatives from public education, nine representatives of the regional boards (one from each region), and two business and industry representatives. The bill defined the powers and duties of the council and repeals the Joint Liaison Committee. The task force reported to the Education Interim Committee at its November 30, 2000 meeting. Both the task force and the Education Interim Committee recommended the legislation that was numbered as H.B. 34 for the 2001 General Session.

### **2001 General Session, H.B. 34, Applied Technology Education Governance & 1st Sub.**

#### **H.B. 34, Applied Technology Education Governance -- Stephens, M.**

- establishes a new applied technology education governance structure for Utah;
- establishes applied technology education regions in Utah, establishes their governance

structure, and defines the powers and duties of region boards and superintendents; and

- establishes a Joint Applied Technology Education Council, establishes its membership and meeting requirements, and defines the powers and duties of the council.

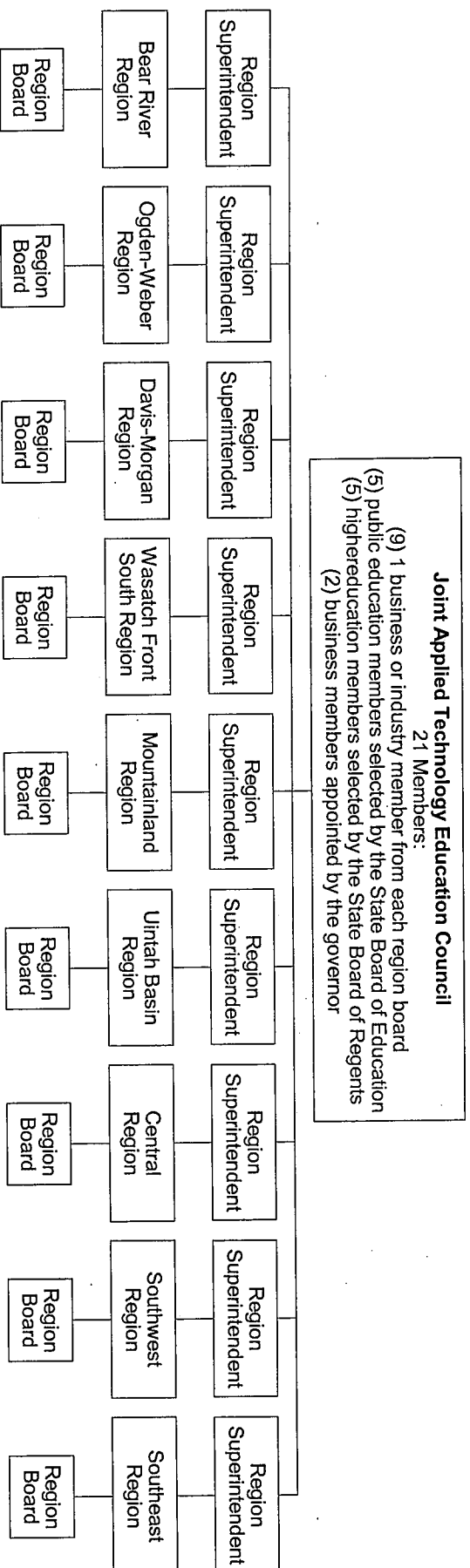
**2001 General Session, 5th Sub. H.B. 34, Applied Technology Education Governance --**  
Blackham, L.

- establishes a new applied technology education governance structure for Utah;
- establishes the Board of Regents as the ultimate governing authority for post-secondary applied technology education in Utah;
- establishes a Utah College of Applied Technology and establishes regional applied technology colleges in Utah, establishes their governance structure, and defines their powers and duties;
- establishes a Utah College of Applied Technology Board of Trustees, establishes its membership and meeting requirements, and defines its powers and duties; and
- establishes regional applied technology colleges within certain existing higher education institutions and establishes their governance structure and defines their powers and duties.

None of the H.B. 34 versions passed, but debate about the ATE governance bills was a major drama of the closing days of the 2001 General Session. The Senate adopted and passed the 5th substitute bill, but the House refused to concur in the substitute. A conference committee was appointed, but it became deadlocked. An unusual joint Senate/House caucus meeting was held to explain the substitute bill. At approximately 11:00 p.m. on the last night of the session, the House reconsidered the bill. Debate continued until approximately 11:50 p.m. at which time a motion passed to return the bill to the rules committee with a request that the governor consider calling a Special Session in April or May to address the issue.

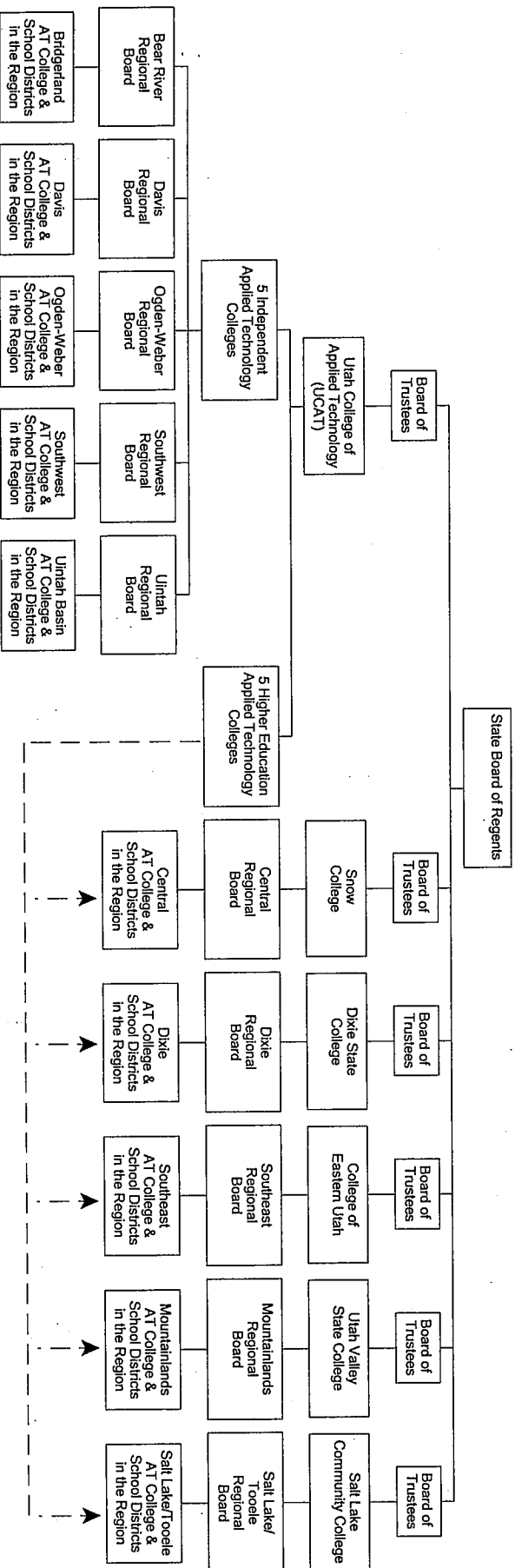


**2001 H.B. 34, 1st Sub.**



# Proposed ATE Governance

2001 H.B. 34, 5th Sub.



# STATES' APPLIED TECHNOLOGY EDUCATION GOVERNANCE

Presentation to the Education Interim Committee  
April 18, 2001

Prepared by the Office of Legislative  
Research & General Counsel

## SCOPE

- Models are generalizations.
  - Each of the fifty states has a unique system.
- Models are based on a reading of state statutes: organizations or systems not described in the statutes are not discussed.
  - Reality may differ from the statute.
- Models are presented in descending order from most common to least common.

## ATE Governance Model

### General Model

- This model provides a general template for governance and delivery of ATE in the fifty states.

Public Education  
(Board of Education and  
State Superintendent or equivalents)

ATE Delivered at  
The High School Level

Higher Education  
(Board of Regents and Commissioner  
Of Higher Education or equivalents)

ATE Delivered Through  
Community Colleges, Colleges  
And Universities

## Elaborations and Variations on the General Model

- The subsequent ATE governance models represent elaborations and variations on the general model; and
- Focus on states that deliver some ATE through means other than high schools, community colleges, or public colleges and universities.

## ATE Governance Model

### "State Board" Model

17 States: Alabama, Alaska, Connecticut, Delaware, Florida, Illinois, Maine, Maryland, Mississippi, Missouri, New Hampshire, New Mexico, Ohio, Oregon, Rhode Island, South Dakota, Vermont

State Board of Education

Lesser or Advisory Body  
(In Most Cases)

## ATE Governance Model

### "Name Game" Model

15 States: Arizona, California, Idaho, Iowa, Massachusetts, Nebraska, Nevada, North Carolina, Pennsylvania, Tennessee, Texas, UTAH, Virginia, West Virginia, Wyoming

State Board of Education =  
State Board for Vocational Education

### ATE Governance Model

#### "Executive Department Outside Education" Model

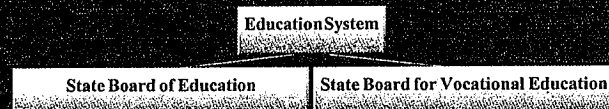
5 States: Arkansas, Indiana, Kentucky, Minnesota, Washington

- In these states applied technology education is governed by a department other than the department of education.
  - The governing department is usually related to workforce development.
  - The governing department has significant responsibilities besides providing ATE.
- For example; Arkansas governs ATE through the Department of Workforce Education.

### ATE Governance Model

#### "Independent Board Within Public Education System" Model

4 States: Georgia, North Dakota, New Jersey, South Carolina



### ATE Governance Model

#### "Board of Regents" Model

3 States: Hawaii, Kansas, New York

- All education in Hawaii, including ATE, is governed by the Board of Regents.

### ATE Governance Model

#### "Independent Board Within Technical and Community College System" Model

2 States: Louisiana and Wisconsin

- ATE governed by the community colleges.
  - For example, Louisiana's ATE is controlled by the Board of Supervisors of Community and Technical Education.

### ATE Governance Model

#### "Separate Department" Model

1 State: Oklahoma

- All ATE is governed by the State Department of Career and Technology Education. Oklahoma is the only state to have an independent department exclusively dedicated to providing ATE.

### ATE Governance Model

#### "Split Powers" Model

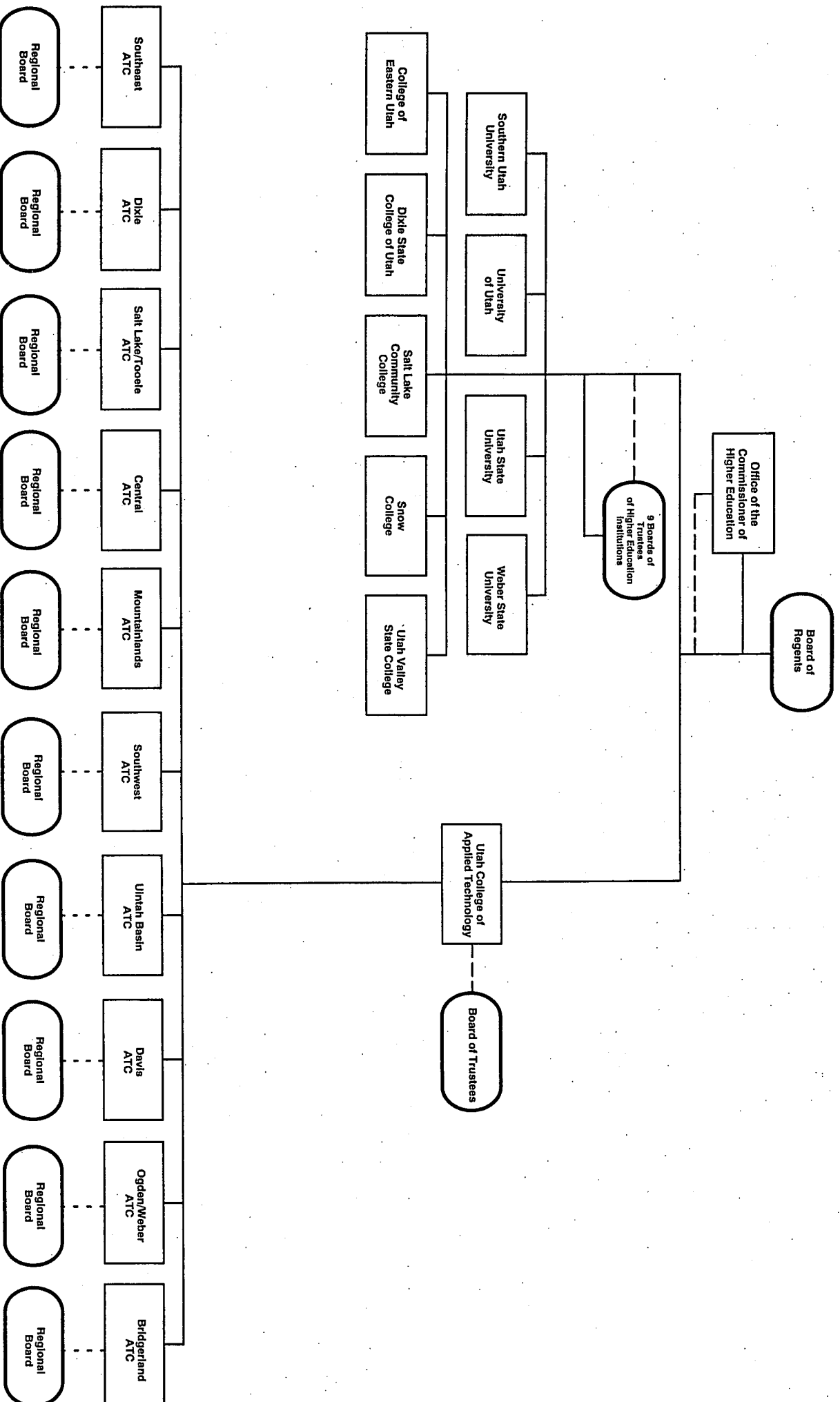
1 State: Michigan

- Power is split between the State Board of Education and the Department of Career Development.

State Board of Education  
(Policy making authority)

Department of Career Development  
(Administrative authority)

# Proposed Governance of System of Higher Education



## Board ATE Powers and Duties as Provided in 1st Special Session H.B. 3

Board of Regents	UCAT Board of Trustees	Applied Technology College Regional Boards
<p>Approves each competency-based associate of applied technology degree</p> <p>Makes rules governing the transfer of applied technology education degrees to other higher education institutions</p> <p>Appoints the Utah College of Applied Technology (UCAT) president</p> <p>Facilitates and coordinates the operation of the UCAT within the system of higher education</p>	<p>Develops a competency-based associate of applied technology degree</p> <p>Ensures that an applied technology education degree is transferable to other higher education institutions in accordance with State Board of Regents rules</p> <p>Ensures that the regional applied technology colleges comply with their statutory duties</p> <p>Advises the UCAT president and the State Board of Regents on ATE issues</p> <p>Prioritizes the regional college budget requests and submits them to the Legislature and GOPB</p> <p>Prioritizes the regional capital facilities funding requests and submits them to the State Building Board</p> <p>Makes an annual ATE report to the governor and to the Education Interim Committee detailing: (1) how the ATE needs of secondary students are being met; and (2) what access secondary students have to programs offered at applied technology colleges</p> <p>Performs other duties and responsibilities as delegated by the State Board of Regents</p>	<p>Submits its annual budget request to the UCAT Board of Trustees</p> <p>Prepares a comprehensive strategic ATE plan after consulting with public and higher education institutions within its region</p> <p>Consults with business, industry, and government agencies to determine what workers and skills are needed for employment</p> <p>Develops programs based upon the employment information gathered, including expedited program approval and termination procedures to meet market needs</p> <p>Develops policies for the operation of applied technology education facilities under its jurisdiction</p> <p>Establishes human resources and compensation policies for all employees and defines employee duties</p> <p>Conducts annual program evaluations</p> <p>Appoints program advisory committees and other advisory groups</p> <p>Approves regulations, both regular and emergency, to be issued and executed by the superintendent</p> <p>Coordinates with local school boards and districts to protect the applied technology education needs of secondary students</p> <p>Develops policies and procedures for the admission, classification, instruction, and examination of students</p> <p><b>May not exercise any jurisdiction over applied technology education provided by a local school district or provided by a higher education institution independently of a regional applied technology college</b></p>

### **III. APPLIED TECHNOLOGY EDUCATION IN UTAH BEGINNING IN 2001**

#### **Spring 2001 -- Education Interim Committee**

Resumed the study of applied technology governance in preparation for a Special Session.

#### **2001 1st Special Session, H.B. 1003, Applied Technology Education Governance --**

Bigelow, R.

- establishes a new applied technology education governance structure for Utah;
- creates the Utah College of Applied Technology and regional applied technology colleges in Utah, establishes their governance structure, and defines their powers and duties;
- defines the governing authority of the State Board of Regents with respect to the Utah College of Applied Technology and its regional applied technology colleges;
- creates the Utah College of Applied Technology Board of Trustees, establishes its membership and meeting requirements, and defines its powers and duties;
- establishes regional applied technology college boards, establishes their membership and meeting requirements, and defines their powers and duties;
- establishes the offices of the president of the Utah College of Applied Technology and the regional presidents and defines their appointments, powers, and duties; and
- repeals the State Board for Applied Technology and transfers most of its duties and responsibilities to the State Board of Education.

#### **How is ATE currently delivered in Utah?**

ATE programs are delivered through:

1. Public Education (40 school districts and charter schools) under the direction of the Utah State Board of Education;
2. Higher Education through the institutions of Higher Education under the direction of the State Board of Regents; and
3. Utah College of Applied Technology (UCAT) originally composed of 10 (now 8) college campuses.

#### **Utah College of Applied Technology (UCAT)**

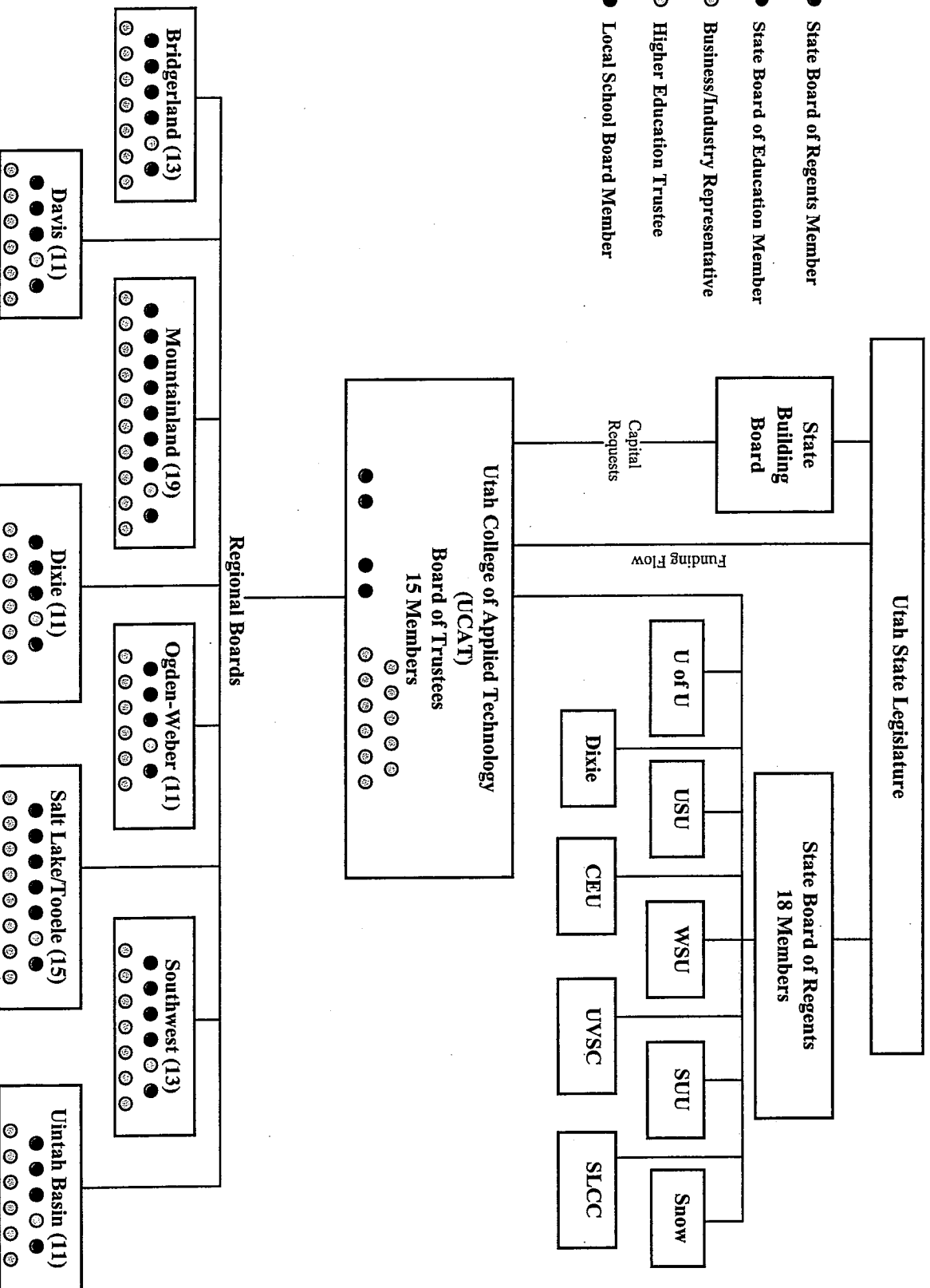
1. Composed of 8 college campuses;
2. Governed by UCAT President and UCAT Board of Trustees; and
3. Each college campus is governed by a campus president and a campus board of directors.

#### **What are the ATE Funding Guidelines?**

1. Legislature to appropriate directly to each ATC;
2. Legislature to consider each ATC's budget request independently of budgets submitted by the governor and the State Board of Higher Education and Applied Technology Education;
3. Recognize that the State Board of Education proposes ATE budgets for public education students enrolled in ATCs;
4. ATE funding for public education students enrolled in ATCs is maintained through the system of public education; and
5. ATE dollars should only be for ATE .

# Utah College of Applied Technology

- State Board of Regents Member
- State Board of Education Member
- Business/Industry Representative
- Higher Education Trustee
- Local School Board Member





**2003 General Session, H.B. 232 Substitute, Utah College of Applied Technology**

**Amendments -- Bigelow, R.**

- modifies the State System of Higher Education Code by modifying provisions relating to the Utah College of Applied Technology;
- changes terminology of the Utah College of Applied Technology's college campuses, campus presidents, and campus boards of directors (Clarified that UCAT is one college with several campuses);
- amends definitions;
- modifies some governance provisions within the Utah College of Applied Technology and its campuses as well as provisions relating to governance by the State Board of Regents;
- allows market cost tuition for adult students of the Utah College of Applied Technology; and
- authorizes certain Utah College of Applied Technology campus leases.

**2003 General Session, H.B. 161 Third Substitute, Snow College Richfield Campus --**

**Johnson, B.**

- changes the name of Snow College South to the Snow College Richfield campus;
- removes the Central Applied Technology College from the Utah College of Applied Technology and transfers its functions and responsibilities to Snow College;
- creates an applied technology advisory committee at the Snow College Richfield campus and specifies its membership and duties; and
- modifies applied technology education reporting provisions.

**2005 General Session H.B. 86, Utah College of Applied Technology Amendments --**

**Bigelow, R.**

- allows Utah College of Applied Technology courses to fulfill high school graduation requirements, subject to State Board of Education approval;
- repeals the authority for the Utah College of Applied Technology to offer a high school diploma;
- establishes the Utah College of Applied Technology as a body politic and corporate;
- requires the president and board of trustees of the Utah College of Applied Technology to maintain a central administration office;
- modifies the campus president appointment process; and
- authorizes campuses to enter into lease-purchase agreements, subject to certain approvals.

**2007 General Session H.B. 371, Applied Technology Education Amendments -- Bigelow, R.**

- provides definitions;
- requires specific parental notification and consent before minor public education students may participate in the clinical experience segment of health care occupation programs;
- removes the Southeast Applied Technology College from the Utah College of Applied Technology and transfers its functions and responsibilities to the College of Eastern Utah;
- provides tuition uniformity for duplicate programs; and
- creates an applied technology advisory committee at the College of Eastern Utah and specifies its membership and duties; and

- modifies applied technology education reporting provisions.

**2008 General Session ATE Bills (Did not pass)**

**S.B. 42, Utah College of Applied Technology - Governance and Operations -- Bell, G.**

- modifies the powers and duties of the State Board of Regents relating to the Utah College of Applied Technology and its college campuses;
- requires Utah College of Applied Technology budget and capital facilities requests to be submitted to the State Board of Regents for review and discussion and to be accompanied by written findings;
- requires the promotion of certain partnerships for awarding degrees;
- modifies campus president appointment and compensation provisions; and
- requires the State Board of Regents to conduct certain studies.

**H.B. 284, Utah College of Applied Technology Revisions -- Holdaway, K.**

- removes the Salt Lake/Tooele Applied Technology College Campus from the Utah College of Applied Technology and transfers its functions and responsibilities to Salt Lake Community College;
- creates a college advisory council at Salt Lake Community College and specifies its membership and duties;
- modifies applied technology education reporting provisions; and
- makes technical corrections.

**H.B. 284 Second Substitute, Utah College of Applied Technology Revisions -- Holdaway, K.**

- prohibits the State Board of Regents from conducting a feasibility study or performing another act relating to merging certain institutions with another institution of higher education;
- removes the Salt Lake/Tooele Applied Technology College Campus from the Utah College of Applied Technology and transfers its functions and responsibilities to Salt Lake Community College and certain school districts;
- merges the Tooele geographic area with the Davis Applied Technology College Campus;
- clarifies the mission of Salt Lake Community College;
- creates a college advisory council at Salt Lake Community College and specifies its membership and duties;
- modifies applied technology education reporting provisions; and
- makes technical corrections.

**H.B. 204, Utah College of Applied Technology Amendments -- Bigelow, R.**

- requires at least 50% of funding requests for new capital facilities of the Utah College of Applied Technology to be for facilities that are within reasonable walking distance of a high school;
- requires an evaluation committee to study Utah College of Applied Technology and applied technology education issues;
- specifies evaluation committee membership, responsibilities, and staff support; and
- requires the evaluation committee to report to the Education Interim Committee and the Executive Appropriations Committee by November 30, 2008.

# **Career and Technical Education Governance Issues**

April 2008

## **Purpose of CTE**

- Career pathways for students
- Economic development tool
- Equitable treatment for all regions of the state
- Coordination between all education institutions

## **Target Students**

- Public Education students
- At-risk students, including dropouts
- Post-secondary students
- Adult, non-traditional students
- Geographic availability and priorities
- Concurrent enrollment

## **Student Retention**

- Counseling and student support services
- Academic expectations
- Completion rates

## **How to Meet the Needs of the Economy**

- Curriculum development
- Education offerings
- Certificates
- Relevance to business and industry
- Partnerships

## **Facilities**

- New construction
- Rented facilities, including those from other education institutions
- Shared facilities
- Facility prioritization

## **Funding**

- Budgetary process
- Funding basis (e.g. unit cost funding and FTE student participation)
- Adequacy of funding
- Direct from the Legislature or not
- Protection of CTE funding solely for CTE programs

## **Tuition/ Fees**

- Costs
- Reducing barriers
- Competition between education institutions -- reduce financial disincentives

**Cooperative Agreements**

- Concurrent enrollment
- Joint delivery
- Joint use of facilities

**Duplication**

- Public education
- Higher education institutions (other than UCAT)
- UCAT

**Consolidation**

- Institutions
- Programs
- Facilities

**Credits/ Certification/ Degrees**

- Competency-based
- Open-entry, open-exit
- Transfers
- Articulation with other post-secondary education institutions
- Degree issues (AAT etc.)

**Growth**

- Strategic planning

**Accountability**

- Reports
- Indicators of sound governance
- Academic quality
- Customer friendly

**Elected Officials Involvement**

- Governor
- County
- Mayors
- Others

**Governance structure**

- USHE
- System of CTE (UCAT)
- Institutions / campuses
- Boards
- Executive
- K-16 trends
- Involvement of elected officials trends
- Other models